PEACE CORPS Volunteer

SEPTEMBER, 1964
VOL. 2, NO. 11
Washington, D.C. 20525

ETV Project Wins Fordham Award

The Communication Arts Department of Fordham University has given a special award to the Peace Corps educational-television project in Colombia (THE VOLUNTEER, June, 1964).

The citation is in recognition of "an international project which has combined the planning and personnel of Colombia and the United States in a people-to-people program of action * * * which will serve both the needs of a nation and the hopes of a continent."

The award is one of three Fordham citations for outstanding work in the Communication Arts. *Radiotelevisione Italiana* and *Radio Sutatenza* of Colombia were the other two organizations cited.

PC Volunteer Talents Sought For Antipoverty Campaign

President Johnson's antipoverty program presents to many Volunteers a chance to continue at home the sort of work they pursued in the Peace Corps.

Former Volunteers, especially men who served as teachers, can be used in a variety of voluntary jobs or paid staff positions, among them those of instructors, counsellors, supervisors, or recreation leaders.

The antipoverty program will be run by the Office of Economic Opportunity, a new agency. OEO operations probably of most interest to former Volunteers will be:

- The Job Corps.
- VISTA (Volunteers in Service to America).
- The community-action program.

The Job Corps plans to enroll in the first year 40,000 young men and women from 16 to 21 who want to obtain sufficient training and education to get and hold jobs.

Job possibilities in the U.S have been limited and are narrowing for the 1.5 million young people who are out of school and out of work.

Young men volunteering for Job Corps training will be divided about half and half between conservation camps and job-training centers.

Conservation camps, each one to accommodate 100-150 men, will usually be in national parks or forests. Most of the time enrollees will be building roads, planting trees, and doing conservation work. They will be taught how to use and maintain mechanized equipment and power tools now used in industry.

Then Comes Education

The rest of the time they will spend on education—academic (reading, writing, and arithmetic useful in jobs) and vocational (cooking, mechanics, equipment repair, camp maintenance, and the like).

Present plans call for a ratio of staff to enrollees of something like one to five. The idea behind this ratio is to give enrollees the kind of care and attention that probably has been lacking in their home and school life.

Camps may be directed by present employees of the Departments of Interior and Agriculture or by others experienced in working with people: teachers, former servicemen, welfare workers, recreation leaders, and former Volunteers.

The job-training centers will be larger than the conservation camps, accommodating 1000-1500 young men and located mostly on former military bases. Here

(Continued on page 3)

President Johnson gives to Sargent Shriver one of the commemorative pens used to sign the antipoverty bill into law. Standing next to Shriver is Robert Weaver, who is administrator of the Housing and Home Finance Agency. The President has nominated Shriver, Director of the Peace Corps, to head the antipoverty campaign.

Ex-Peace Corps Aide Starts 'Summer '64 Tutor Corps'

The "Summer '64 Tutor Corps" is a program of the PACE Assn. of Cleveland, of which Robert Binswanger is executive director. PACE (Plan for Action by Citizens in Education) is an educational-service organization which has set as its goal the provision of quality education by 1970 for all children in the county surrounding Cleveland. PACE has invited applications from returning Peace Corps Volunteers interested in the problems of urban education.

Binswanger served as a Peace Corps Training Officer for West Africa programs until September, 1963, when he joined PACE. Before coming to the Peace Corps he headed the history department of a private academy in Massachusetts for five years. He holds an undergraduate degree from Dartmouth and advanced degrees from Harvard, based on his research on the role of the federal government in American education, the role of education in developing nations, and in Russian educational practices. He was born and reared in Philadelphia, is married, and has two sons.

The following is reprinted through the courtesy of **Time.** © Time Inc., 1964.

In one chair sits a senior from a suburban high school, full of new-won know-how in math, afire with the impulse to do something "meaningful." In the next chair sits a small slum kid, who flunked arithmetic in his big and unruly second-grade class last year. The kid needs some of what the senior has, and he's getting it. Such, in essence, is tutoring, this summer's nationwide channel for student idealism.

Few high-school students are skilled teachers; few could handle a class. But face-to-face with one or two students, the young tutors find that they can readily impart knowledge, enthusiasm for learning and—by their presence—a model of scholastic achievement.

This week tutoring projects variously combining slum children of many scholastic shortcomings with tutors ranging in age up to young housewives, are in full cry everywhere from Boston's Chestnut Hill to Northwestern University to San Francisco. Cleveland's "Summer '64 Tutor Corps" is probably the nation's most effective application of the idea. There 535 high-school students are tutoring without pay in 62 locations around the city. More than half of the tutors (average age: 17) are girls, and each tutor works about 15 hours a week under paid supervisors from Cleveland's school system. Sessions, which usually last an hour and a half, are held in YMCA's, libraries, churches, civic clubs, and community centers.

At East End Neighborhood House, where 14 pupils sit down at small tables around a large room, the atmosphere is casual but quiet. Each tutor has developed her own teaching methods. At one table a white boy and a Negro girl, with a tutor, play a game of homonyms, thinking up and writing down such words as "knew and new," "won and one," "two and too." At another table a tutor helps a boy with flash cards to increase his word-recognition speed.

Barbara Danforth, 15, a Negro girl in the academically talented group at John Adams High School, helps to test a white boy in reading comprehension. Richard Malitz, 16, an 11th-grade student at Shaker Heights High School who admits that he is "pretty good" in math and science, tests himself. "I think I want to be an engineer," he says, "but I wanted to try tutoring to see if I'd be fit for teaching instead."

All the children call their tutors by their first names. There is no discipline problem because the kids are excited at the notion of having high-school students as their teachers and companions. One boy, shy and withdrawn, had trouble with arithmetic. For a week his tutor could make no progress with him; then one day the kid came in with a sheet of arithmetic problems he had found somewhere and worked them out by himself.

"The children get to know and like high-school people who enjoy learning, and we feel that this is important in raising their educational sights," says Mrs. Mary Stevens, East End Neighborhood House supervisor. "We hope this change in attitude will carry over when they return to their schools."

Robert Binswanger

Cleveland's Tutor Corps was established by former Peace Corpsman Robert B. Binswanger, 34. After meeting Cleveland parent and teacher groups, chapters of high-school honor societies and student councils, he concluded that tutoring was feasible, got $20,000 from the Jennings Foundation. He received requests for help for 5000 youngsters from 98 of Cleveland's elementary schools. Applications to work as tutors came from every Cleveland high school, prep school and parochial school, each prospective tutor being recommended by a school official on the basis of academic achievement.

"I was anxious to prove that high-school students are capable of performing a valuable social and educational service if given the chance," says Binswanger. "It would also give a lot of potential teachers an opportunity to see that the real excitement in teaching is in the city—that it is not to be found in the green fields of suburbia." Supervisors report that kids sit outside after sessions discussing what their tutors are wearing, how they speak, what their interests are. Says Binswanger: "The reason this program is good is that the children are made acutely aware that there is somebody who cares."

A nursing student in Konya, Turkey, learns to read a thermometer with the assistance of Volunteer Susan Cleveland (Canton, Mass.). Susan, who works as an instructor, took her degree in nursing from Skidmore College, Saratoga Springs, N.Y.

Two Representatives Move Into Staff Positions

F. Kingston Berlew, Peace Corps Representative in Pakistan for the past two years, has been appointed Deputy Associate Director of the Office of Peace Corps Volunteers.

He will work under Samuel D. Proctor, a former Peace Corp Representative who served in Nigeria. The Office of Peace Corps Volunteers has charge of selection, training, and Volunteer support activities, including the Career Information Service, which provides job and education advice for Volunteers leaving the Peace Corps.

Berlew, 34, was a lawyer for the U.S. Agency for International Development before coming to the Peace Corps. He graduated from Wesleyan in 1951 and graduated *magna cum laude* from Harvard Law School in 1954. He is married and has two children.

He replaces Glenn Ferguson, former Peace Corps Representative in Thailand, who becomes Special Assistant to the Director.

The new Director of Training is also a former Peace Corps Representative. Bascom H. Story was until July the Representative in the Philippines. He had also served as Deputy Representative in Ethiopia and Representative in Nigeria.

Before coming to the Peace Corps, Story was for four years chief educational adviser to Ethiopia under the U.S. aid program. He helped to establish Haile Selassie I University, organize the secondary-school system, and develop textbooks and audiovisual aids.

Kingston Berlew

Story has a Ph.D. in education and psychology from the University of Texas, and before his service in Ethiopia he was Dean of the School of Education and of the Graduate School at Memphis (Tenn.) State University.

Story succeeds William Craig, former dean of men at Stanford, who has been appointed headmaster of the John Burroughs School in St. Louis.

Some other staff changes:

• Norman Hummon, 45, who has been Chief of the East Africa Division, has been appointed Deputy Peace Corps Representative in Tanganyika. Hummon, has had wide experience in Africa, having served there in six countries with AID from 1953 to 1963. Before that, he was an information specialist with the Agriculture Department. He has a B.A. in journalism from Ohio Wesleyan and an M.A. in political science from Columbia. He is married and has two children.

• William Thomas Carter, former Deputy Representative in Senegal, has been appointed Representative in Morocco. Carter, 55, who has a Ph.D. from the University of Michigan, was professor of French and chairman of the language department at Virginia State College before coming to the Peace Corps two years ago. He is married and has a son at college.

Jobs in Antipoverty Drive

(Continued from page 1)

the training will be vocational; the centers will not be run by OEO but by universities.

The third part of the Job Corps will be the Girls' Job Corps. It will probably be set up first as a pilot project to study methods of training quantities of young women in clerical work, sewing, cooking, and other trades presently employing large numbers of women.

These units, too, will be run by contract with nongovernment institutions. Women who have served as Volunteers should be suited for staff positions.

Job Corps enrollees who have usable skills and learn acceptable work habits may be ready to leave the Job Corps in three months or so. Others, especially illiterates, may remain for two years.

VISTA is the function of the antipoverty program closest to the operation of the Peace Corps. VISTA volunteers will serve one-year terms. They will not be paid but will receive a monthly subsistence allowance plus $50 a month to accumulate to the end of their service.

VISTA volunteers will serve in migrant-labor camps, mental hospitals, and urban and rural slums. They will serve as teachers or teachers' aides, counsellors, recreation workers, and in many other capacities. VISTA volunteers may ask to serve with the Job Corps, in which case they may wind up doing work similar to that of the paid staff.

A third activity to be undertaken in the antipoverty program is that of community action. Communities or agencies wishing to attack poverty on the local front can seek OEO funds by submitting plans detailing the project and the staff required to carrying it out.

OEO, though dispensing funds for the community programs, will not supply staff, which must be hired locally. OEO may supply technical staff, and it may provide VISTA volunteers, if requested as part of the program.

Applications for jobs in the antipoverty campaign are coming in. Volunteers or former Volunteers who want to apply for jobs (by sending in a federal employment application—Form 57) or to seek further information should address the Personnel Officer, Office of Economic Opportunity, Washington, D. C. 20506.

VITA Publishes Second Handbook

Because of the popularity of its first edition, VITA (Volunteers for International Technical Assistance) has recently completed *Village Technology Handbook No. 2*, under contract with the U.S. Agency for International Development. The second edition, like the first, lists ideas and working plans for village improvements. Building instructions and lists of needed materials are included. The handbook contains sections on water supply, health and sanitation, agriculture, food processing and preservation, construction, house improvement, and communications.

VITA is an organization of scientists and engineers who give free assistance to persons—including Volunteers—who are helping to raise living standards in other lands. Individual requests for information and advice should be addressed directly to VITA, 1206 State St., Schenectady 4, N. Y. Over the years, VITA participants have supplied answers to hundreds of Volunteers' inquiries.

More than 2000 copies of the first handbook were distributed to Volunteers. Volunteers can obtain copies of the second handbook through their Peace Corps Representatives.

Volunteers who want to contribute information or pictures on methods or equipment they find useful in their work should send the materials to the Division of Volunteer Support, Washington, D. C. 20525, which will forward them to VITA.

A leaping catch snares the Frisbee for Volunteer George Peck as he introduces some Nepalese friends to the mysteries of the plastic flying saucer popular in the U.S. Peck, of Colorado Springs, Col., teaches in a school in Kathmandu.

Seeks More U.S. Volunteers

Peru Pushes Own Community-Action Plan

Peru's own program of community development is well under way and is looking forward to additional Peace Corps Volunteers to help it expand.

This is the view of José Sabogal, chief of training for Co-operación Popular, the Peruvian government's program to help its rural communities learn to help themselves.

At present the program consists of teams of Co-operación Popular workers in 42 centers throughout the country. Each team is composed of some combination of three or four technical persons: agriculturalists, engineers, health workers, architects, teachers, and social workers.

Eventually, with Peace Corps Volunteer assistance, Co-operación Popular hopes to expand its network to 144 provincial centers. Each Volunteer in the organization would serve as a member of a center's team and would add to it his own skills and community-development training.

"The Peace Corps Volunteer can make the team broader in its skills and purpose," Sabogal said in a visit to the Peace Corps in Washington in August.

"Community development doesn't work according to a prescription, and we need more ideas to find a way. The Peace Corps Volunteer will help to make up for our shortage of trained people and will bring to the team his own social touch."

An important adjunct to the Peruvian program is Co-operación Popular Universitaria, a separate but connected effort to involve university students in rural community action.

Last February and March, the summer vacation in Peru, nearly 550 students from 24 universities spent two months living and working in 112 rural communities.

Each group of four to seven members was made up of students having a variety of technical and practical skills and so able to give assistance in fields such as education, health, engineering, agriculture, and even chemistry, pharmacy, and mechanics, Sabogal said.

During the 1964 program, according to Co-operación Popular:

- Literacy classes were given to nearly 5000 persons for two hours daily.
- Sixty-eight kilometers of road were constructed; 76 kilometers were repaired.
- Seven bridges, 43 kilometers of canals, 36 lecture halls were built, and 120,000 tree seedlings were planted.
- Twenty-eight thousand smallpox vaccinations were given and 2300 persons received other medical treatment.
- Twenty-one municipal records centers, 28 co-operatives, 56 local-development councils, and 183 other associations were founded.

Raincoats and sleeping bags for the students were donated by the U.S. Agency for International Development to be lent out by Co-operación Popular Universitaria each year to students participating.

Seven Peace Corps Volunteers worked with Co-operación Popular in its early days or with the university program last March. They were Sandra Zwickel, Flushing, N.Y.; George Reagan, Marmora, N.J.; Robert Ross, Fort Dodge, Iowa; Kenneth Witte, De Smet, S.D.; and Margaret and Fred Miller, Philadelphia.

Co-operación Popular Universitaria hopes to place 1200 students in the field during the summer vacation of 1965, Sabogal said. He hopes to attract Peace Corps Volunteers to work with student teams, "but I know there will not be enough to go around," he said.

Sabogal was in the United States for visits with and lectures to some Peace Corps trainees for Peru: about 75 community-developers at Cornell and about 40 co-operative-developers at Los Angeles State College.

Flow of Books on Peace Corps Passes 11; 2 More Are Coming

Since its start in 1961, the Peace Corps has been a popular topic for newspaper and magazine articles, of which a countless number have been published. There have also been a number of books written about the Peace Corps; 11 titles are listed to date, with two more scheduled for publication this month.

Most of the books may still be obtained from publishers or from regular retail outlets—not from the Peace Corps.

Two of the earlier books are on the idea of a Peace Corps and the problems involved in implementing the idea. One is *New Frontiers for American Youth: Perspective on the Peace Corps,* by Maurice L. Albertson, Andrew E. Rice, and Pauline E. Birky, published in 1961 by Public Affairs Press, Washington, D. C. ($2 in paperback); the other is *An International Peace Corps: The Promise and Problems,* by Samuel P. Hays, published in 1961 by Public Affairs Institute, Washington, D. C. ($1).

Books for younger readers include *The Peace Corps Girls,* a play in three acts by David Rogers, published in 1962 by the Dramatic Publishing Co., Chicago ($1). The play, listed as suitable for high-school production, is about Peace Corps teachers who help to form a blouse-export industry in a Philippine community.

Tale of Nigeria

Another high-school book is *Breaking the Bonds: A Novel About the Peace Corps,* by Sharon Spencer, published in 1963 by Tempo Books, Grosset & Dunlap, New York, (50¢ in paperback; available in cloth edition). The story is set in Nigeria, with two Volunteers as principal characters.

At the junior-high-school and elementary level are two books which offer factual information about Peace Corps service. At 6th-to-10th grade level is *Good Will Toward Men: The Challenge of the Peace Corps,* by Susan Whittlesey, published in 1963 by Coward-McCann Inc., New York ($2.95); at 4th-to-6th grade level is *What Does a Peace Corps Volunteer Do?* by David Lavine and Ira Mandelbaum, published in 1964 by Dodd, Mead & Co., New York, ($2.69).

Intended as a reference volume for high-school and college libraries is *The Peace Corps,* edited by Pauline Madow, published in 1964 by H. W. Wilson Co., New York, ($3). It is a compilation of articles about the Peace Corps that have been printed elsewhere.

Two books have been aimed particularly at prospective Peace Corps applicants. *The Complete Peace Corps Guide,* by Roy Hoopes, carries an introduction by Peace Corps Director Sargent Shriver; it was published in 1961 by the Dial Press, New York (revised edition, paperback, $2.50; cloth edition, $3.95).

Primarily a book of pictures of Volunteers in action is *The Peace Corps,* by Glenn D. Kittler, published in 1963 by Paperback Library, New York (50¢).

A collection of Volunteer letters entitled *Letters from the Peace Corps,* edited by Iris Luce, was published in May, 1964, by Robert B. Luce Inc., Washington, D. C. ($2.95).

'Complete Analysis'

The Peace Corps in Action is the title of a book by Velma Adams, to be published this month by Follett Publishing Co., Chicago ($5.95). With 352 pages, it claims to be the "only complete analysis of the shortcomings and successes" of the Peace Corps. It is intended for general readership.

Also scheduled for publication this month by Fleet Publishing Co., New York, is *The Story of the Peace Corps* by George Sullivan ($3.50). Based in part on interviews with Volunteers, it also carries an introduction by Shriver.

You Can't Stand Own Cooking? Here's Help

Mrs. Loyta Higgins, an international food consultant who has advised and instructed several groups of Peace Corps trainees, is continuing to offer her help to Volunteers—but from a new stand.

When Mrs. Higgins was appointed a special Peace Corps food consultant by Sargent Shriver three years ago, she was manager of editorial services for Betty Crocker Kitchens of General Mills. She now is with the Louisville *Courier-Journal.*

Mrs. Higgins lectures on foreign eating habits and works with nutritionists and home-economics departments to develop recipes and prepare foreign dishes as demonstrations for Peace Corps men and women in university training.

Many of her recipes use soybean grits and flour, which she calls a vegetable-protein food-extender that can improve nutrition without altering either the appearance or the taste of foreign dishes.

Mrs. Higgins has developed picture recipes for instructing persons who can't read. She also has developed food-preparation techniques that require only simple bowls or the cupped hands as measuring devices.

For recipes, samples of the soybean multi-purpose food, information on school-feeding or other food matters, Volunteers should address Mrs. Higgins at the *Courier-Journal,* Louisville, Ky. 40202.

Assisting in an operation at Mubinbili Hospital, Dar es Salaam, Tanganyika, is Volunteer Frances Hartery, a surgical nurse from Natick, Mass. She has worked to develop and improve sterile procedures for surgery at Mubinbili Hospital.

900 Miles From Any Buddy

Robert Fallert (Crystal City, Mo.) worked as a forestry technician in a research project while attending the University of Missouri. In 1961 he received a B.S. in forestry. Prior to his assignment with the Peace Corps, he was employed as Assistant District Forester with the Missouri Conservation Commission. He is extending his work as a Volunteer for an additional year.

By Robert Fallert

Many articles in THE VOLUNTEER begin by giving the names and work of the Volunteers in a particular location. I should warn you to expect a more monotonous list of characters in this literary effort. You see, owing to my unusual situation, I cannot discourse on the projects of my fellow Volunteers: the nearest one is 900 miles away.

My principal duty station is a logging camp-research area on the Rio Curuá-Una in the Amazon River Valley of Brazil. It is far out in more than one way; most atlases don't even show it. Although most of my time is spent at Curuá, the old city of Santarém, at the confluence of the Rio Tapajós and the Amazon, might be considered my secondary duty station. It is there that I sometimes work in a trade school and receive my mail.

This lone-wolf business began last October when Volunteers Phil Branch (Orinda, Cal.), Gary Gregory (Missoula, Mont.), Phil Hunkins (Breckinridge, Minn.) and I were teaching in Brazil's first and only forestry school, a part of the Universidade Rural do Estado de Minas Gerais. At that time, Dr. Speidel, the project manager of the United Nations Food and Agriculture Organization asked if I would be willing to work in the Amazon region. There, he explained, FAO and SPVEA, an organization of the Brazilian government, operated a research area and a trade school for sawmill technicians called the Centro de Treinamento. Furthermore, they needed a forester. Soon everything was arranged and I became the Peace Corps contingent in the Amazon.

Our long-term aim is to develop the timber industry of the vast Amazon Valley. Toward this end, FAO provides mechanical equipment and three European foresters who teach in the Centro de Treinamento. The Brazilian government provides the operating expenses and the administrative personnel. Within two years we hope to turn over all aspects of the program to members of the first class of the forestry school.

Like every other Volunteer, I have experienced some problems. As a result of working with FAO people, I have had difficulties retaining my identity as a Peace Corps Volunteer. Now, however, in a large area, many people who have never heard of the Voluntarios de Paz realize that there is an American here who lives pretty much as they do.

I am the "chefe," or head, of the Curuá logging-camp-research area. Here my associates and I delve into the myriad questions that must be answered if this area is to have a sustained-yield forest industry. This area also supplies the logs used in the sawmill of the Centro de Treinamento in Santarém. Our settlement at Curuá is located 120 kilometers by river from Santarém. Thirty-two workmen and their families live here.

If you would like to know something about life here, let me take you on a not-very-sentimental journey through an average day.

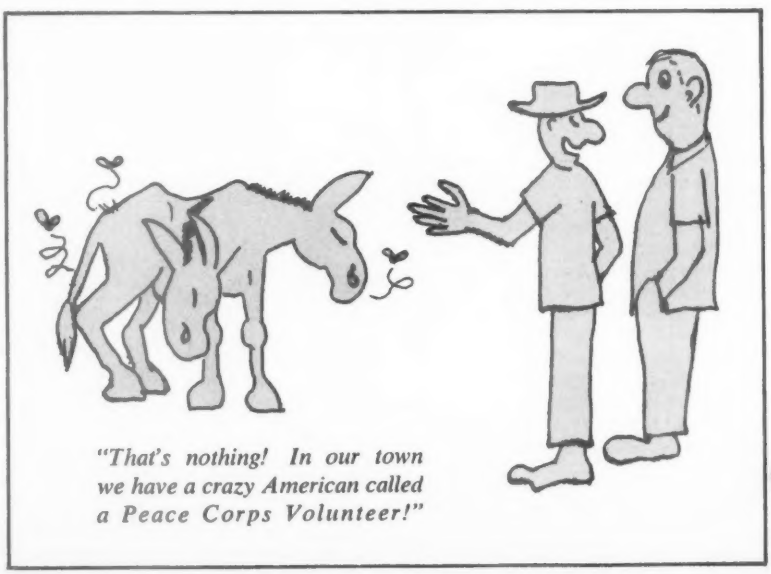
Our day begins early on the Rio Curuá-Una. The settlement arises when the sky is greying with the approaching dawn. Some publications might picture the Volunteer bounding out of bed, eager to face the challenges of a new day. Don't believe it.

The first order of business is to stagger down to the river (a matter of only a few yards) for a dip and a shave. For those who feel that a cup of coffee, or something stronger, is the ideal eye-opener, I can recommend a chilly daybreak plunge to reform your opinion. Incidentally, everyone here swims with complete disregard for the vaunted *piranhas*, or cannibal fish, that abound in the river.

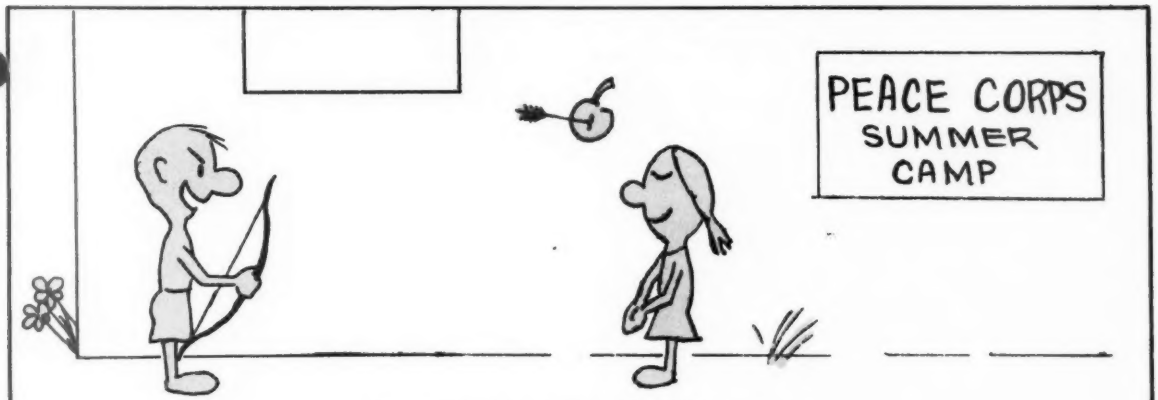
After a breakfast of oatmeal in the camp's mess hall, we set out for the day's labor. Since the area in which we are working may be five or more miles away, we go by truck—a Soviet vehicle. Starting it is no mean feat. Our mechanical equipment is a wonderful conglomeration assembled from various member nations of the UN. Spare parts are not easy to come by, and consequently our equipment doesn't always operate at top efficiency. Eventually, after a lot of pushing, joking, and pithy comments, the truck starts and everyone jumps aboard. Our work may be logging, planting, preparing areas for natural regeneration, road-building, preparing samples of woods for study to determine new uses, building construction, seed gathering, or any one of a dozen other activities. Considering that the men are poorly nourished and may be infected with disease or parasites, the men turn out an amazing quantity of work. They may lack organizational skills and fail to understand the concept of long-term planning, but laziness is certainly not their failing. My hat is off to them.

I sometimes accompany the men when they go out and if I don't I saddle up my horse and go out alone to work on surveys, inventories, growth studies, or phenological observations. Phenology is the science dealing with the relation between climate and periodic biological phenomena.

When I go out with men, at coffee breaks we gather around for jokes, gossip, and the strong sweet Brazilian coffee, served in a tin can. Perhaps if hunting has been good, there is a snack of *anta*



"That's nothing! In our town we have a crazy American called a Peace Corps Volunteer!"



"Quick, stand under it! Here she comes!"

(tapir), *veado* (deer) or *onca* (jaguar) meat. Sometimes we can find *Amapá Dôce* (Macoubea guianensis) tree, the sap of which provides a very acceptable "cream" for our coffee.

At midday we return to camp and the mess hall for the traditional rice, beans, and dried meat. Theoretically, a supply boat comes from Santarém once a week. On these days we enjoy fresh meat. As sometimes happens, the boat doesn't come at all. Then we go fishing and hunting. To improve this supply situation and the woeful diet we are doing some agricultural development work. More about that later.

The afternoon is a repetition of the morning. Sometimes while hot, thirsty, dripping with sweat, and tormented by fire ants, I think of some of my friends who envy my very "Peace Corps-ish" work. At such moments I would almost trade with them.

The evening is a repetition of the noon meal. After dinner and a swim in the river, it is time to retire to my cabin to read, work on reports of experiments, or write letters. At the rare intervals that I get a good idea I scribble a cartoon for the Brazil Volunteer paper.

No Volunteer need be told about my colorful living facilities. Suffice it to say that my cabin is picturesque, small, damp and evidently enjoys among the local insect population the reputation of a leading hotel. At night one is treated to a serenade from the jungle creatures that would shame a Tarzan movie.

Saturdays we devote to agricultural development. My suggestions in this respect have met with gratifying approval, perhaps because hunger is no stranger in the Amazon Valley. Our projects include rabbits, pastures for hoped-for cattle, peanuts, corn, cassava, and a large variety of fruits, fibers and garden vegetables.

In the course of our work, we have compiled a very impressive list of things that *won't* grow here. Sad to say, most of our efforts fail. Agriculture has a long way to go in this region; the kind practiced now is a crude, shifting subsistence cultivation. Domestic animals are rare.

Sundays we rest and play *futebol* (soccer). On quiet occasions I often reflect that my unique situation has some very decided advantages. After one of my many failures and disappointments, I can take solace in the thought that I am still the most successful Volunteer in the Amazon. And, lest I at times get too cocky, I remind myself that I am also the worst.

"I know that you will love our climate, amigo."

Cartoons by Robert Fallert

NIGERIA *Counts Heavily on Education*

William G. Saltonstall, Director (Representative) of the Peace Corps in Nigeria, was until last year the principal of Phillips Exeter Academy, Exeter, N.H., a position he had held since 1945. In 1932 he joined the faculty, and taught until World War II, during which he served as a naval officer, attaining the rank of lieutenant commander. He had graduated from Exeter, and at Harvard he received a B.A. in 1928 and a master's degree in history in 1931. He has been president of the New England Assn. of Colleges and Secondary Schools, a member of the executive committee of the American Council of Education, and is currently a member of the Board of Overseers at Harvard. He is a second cousin of U.S. Senator Leverett Saltonstall (R., Mass.).

By William G. Saltonstall

Nigeria is the most populous (55 million, according to the 1963 census) country in Africa. Located on the Gulf of Guinea, it lies about five degrees North of the Equator. It's hot, in varying ways and degrees. It's large (more than 350,000 square miles, almost half again as large as Texas.) It's colorful. It's free and independent and proud.

The Peace Corps was invited to Nigeria almost three years ago, and now has about 600 Volunteers on the job. Nearly 200 have completed their tours. This has been primarily a secondary- and university-education program until the arrival recently of groups trained in agriculture and community development. There are also small groups of Volunteer lawyers and secretaries.

The Volunteers work in all five of Nigeria's universities and in nearly 200 secondary schools and teacher-training colleges all over the country. Living conditions are good. Most Volunteers are provided comfortable housing on school compounds. These are boarding schools, with a fairly strong British tradition. English is the language used in all instruction. The Nigerian languages are so numerous and so different from one another that Volunteers have difficulty in trying to use local tongues.

This is a federal country composed of four distinct regions. The Peace Corps to some degree reflects this situation and has an Associate Director (Representative) in each region with responsibility for about 150 Volunteers. The country staff, including the four doctors, meets every month or two to discuss matters of mutual concern.

Thus far, the Peace Corps effort has been concentrated on the rapidly expanding educational system. The prime job has been in the classroom, though only a third of the Volunteers have had previous teaching experience. The average student load per Volunteer is about 150, and each Volunteer teaches from 25 to 35 hours per week. Their jobs plus their games coaching, club work, dispensary duties, and other responsibilities, leave them little time for "outside" activities, though some are involved in adult-education programs. There is the usual wide range of vacation projects: day camps, bridge-building, working in prisons and leper colonies, health surveys, village clean-up campaigns, and the like.

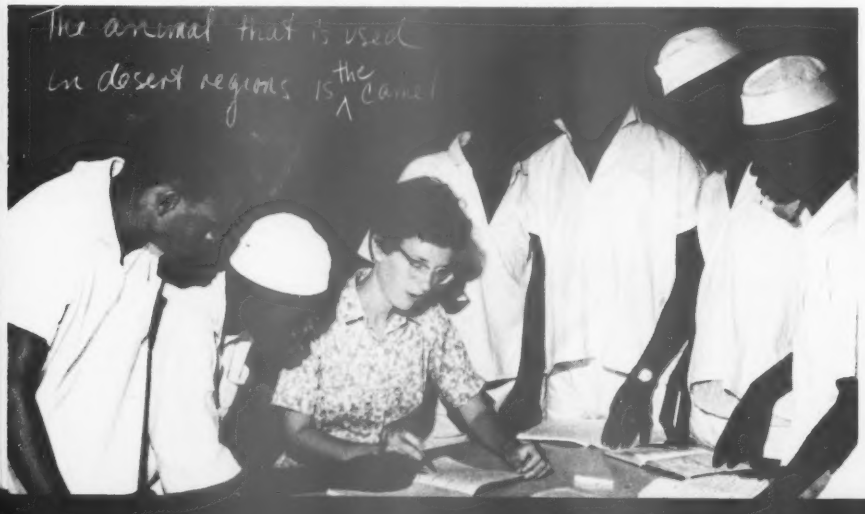
In general, the Peace Corps has been well received. The Volunteer postcard incident, which at the very beginning tested our relationship here, has not been forgotten but has long since been put in perspective. Occasional charges of spying and neo-colonialism emanate from such sources as Malcolm X and the Nigerian Youth Congress, but few

(Continued on page 10)

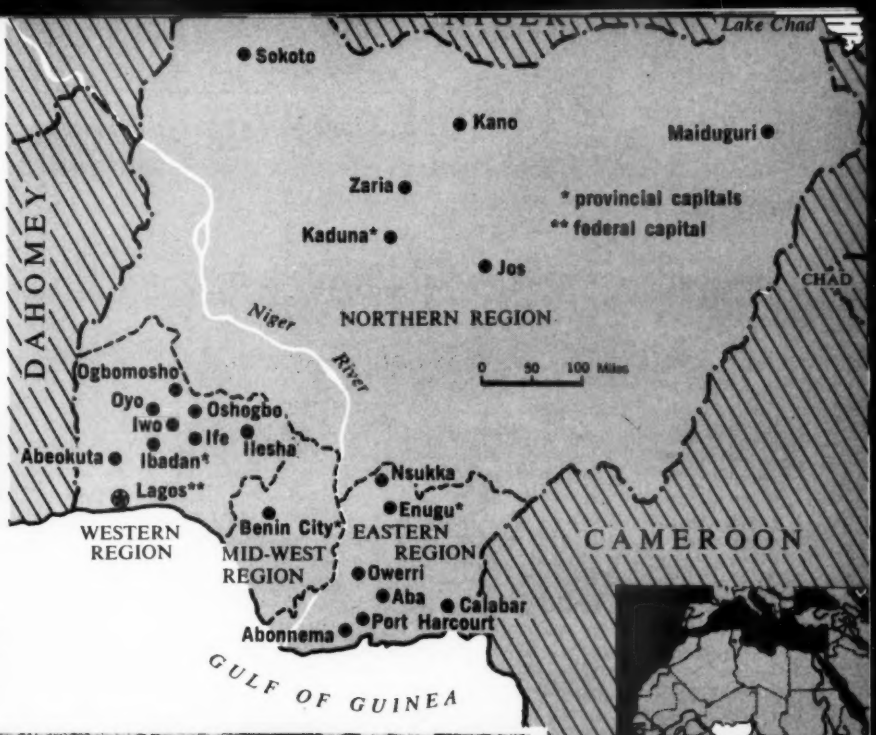
About the Country

Nigeria is a federated republic, and Lagos is the federal capital. There are four semi-autonomous regions, each with its capital: the Eastern Region (Enugu), the Western Region (Ibadan), the Northern Region (Kaduna), and the Mid-West Region (Benin City). Each region has a premier, an executive council, and a legislature. Nigeria has 250 tribes and more than 400 spoken languages and dialects. The chief tribes are the Hausa in the north, the Ibo in the east, and the Yoruba in the west. Although Portuguese sailors explored parts of Nigeria in the late 1480s and European traders competed in the slave trade in the 1600s, little was known of the interior until 1796 when the explorer Mungo Park traced the Niger River (the third largest in Africa). Lagos became a British colony in 1862, and this was expanded to the colony of Southern Nigeria in 1906; the Northern Region was added in 1914. On Oct. 1, 1960, Nigeria gained independence, and last year the country became a republic. There is little industry, and agricultural products account for about 85 per cent of exports; Nigeria ranks first among the world's producers of peanuts, and third in the production of cocoa.

Students gather around Mary Jo Moore (Silver Spring, Md.) as she reviews sentence-structure lessons at Wudil Training College, 30 miles east of Kano, Nigeria.



Teacher (veterinarian) Herb Stahlke, (Springfield, Ill.) examines his dog's paw with the help of friend, Zecchaeus Omolade. Stahlke teaches in Otan-Aiyegbaju.



A girl is the center of attention as junior primary students of Phil Roden (Milwaukee, Wis.) recite word drills in an outdoor class at Ketare, Nigeria.

During his free hours, John Chamberlin (Syracuse, N.Y.) teaches basketball to students at Birnin Kudu School, 90 miles east of Kano in Northern Nigeria.

Aiding in Youth Club Project, Nigeria Peace Corps Director William Saltonstall carries mud for the building of incinerators in Maroko Village, Lagos.

(Continued from page 8)

take them seriously and the government's requests for more Volunteers continue.

By 1966-67 the need for teachers may begin to decrease. By the early 1970s there should be sufficient numbers of qualified Nigerians to staff their own schools. The future of the programs in agriculture and community development cannot yet be foreseen, but we expect that their numbers may increase as the number of Volunteer teachers tapers off.

A major problem is the apparent lack of enthusiasm of Nigerian graduates for teaching positions. Even though other employment is difficult to find, such factors as low prestige, modest salary, and rural assignments for teachers militate against the prompt relief of Volunteers by Nigerians.

Twenty-five per cent of the college-graduate teachers in Nigeria are Volunteers. They are inevitably grafting American ideas onto the Nigerian-British tradition in which they operate. Their object is to teach students to think and form judgments as well as to recite and learn by rote. Since English is the only common language of the country, their work in teaching English as a second language is of crucial importance. Clearly, they wish not to impose American standards and theories but to seek with their Nigerian counterparts a kind of education particularly appropriate for Nigerians.

Volunteers teach more by what they are than by what they know. Since they are fond of good books, art, music, and individual freedom and responsibility, and since they are in the vanguard of Americans working for complete racial equality, their influence on the future of Nigeria will be felt in these directions. They are human and they make mistakes, as does the staff, but their total effect on the lives of Nigerians will be to increase the competence of their students to strengthen and solidify the unity, initiative, stability, and independence of this rapidly developing country.

Equally important, we are gaining a perspective on the United States that will prove valuable in the years ahead.

It is not too much to hope that the experience of the Peace Corps in Nigeria will substantially increase the understanding and respect between Americans and Nigerians.

Piano Tuners, Unlimited

Malcolm Faust (San Jose, Cal.) holds a B.A. in art from the University of Idaho and attended San Jose (Cal.) State College before joining the Peace Corps. His wife, Carol, was a high-school teacher.

By Malcolm Faust

According to the textbooks, Nigeria is the home of 90 per cent of all African art and the inspiration for nearly all of the modern-art movements from Cubism on. Therefore I came to Ilesha with the expectation of learning far more about art than I could teach.

This turned out not to be true. The people I am teaching had little respect for their own art heritage; they wanted to know Nigerian art history to pass their final examinations. Gradually, the students are seeing that my wife and I and other outsiders value their art as living art. Our house is decorated with Nigerian carvings, copper cups, handwoven cloth, pottery and baskets. It looks lively, interesting, and colorful, and the students probably learn as much from our house as they do in class at Government Teacher Training College, where my wife, Carol, and I both teach.

In music the problem was different. Everyone likes to sing—loudly, nasally, and as slowly as possible. Carol's job as a music teacher was clear, but there has been a great improvement. The Nigerian Broadcasting Co. recorded the college choir for a Christmas broadcast. Carol's Irish harp arrived two days before the recording session and added greatly to the Christmas spirit.

Ilesha is 75 miles east of Ibadan, capital of the Western Region. Ilesha has a large open-air market in which our steward, James, does most of our shopping, but we occasionally make the pilgrimage to the Kingsway store in Ibadan for a ride on the escalator and for supplies that are hard to get here.

Our house is ranch-style, with a Pullman kitchen and a complete bathroom which includes a water-heater for the tub. When the water and electricity are on, the heater works splendidly, gushing water out of its long, chromium-plated spout with a shriek and a rumble followed by a serious silence while it gathers forces for another 48-ounce geyser. The living-dining-room floor is of inlaid wooden blocks, and James has them waxed so well that Carol and I have both taken spills.

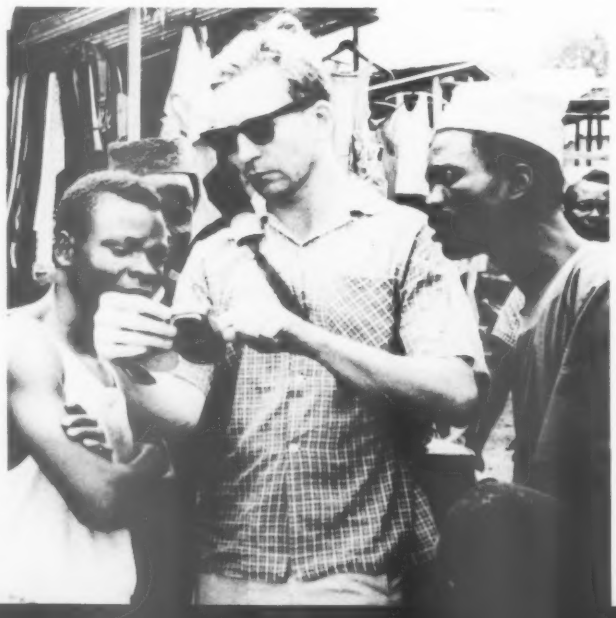
Ilesha's temperature rarely goes over 80, and the air is cool enough at night for blankets. The four other Volunteers in Ilesha agree with us that Ilesha is the place to be.

Endless Flow of Visitors

We live on the 60-acre school compound. Our house is convenient for the college's 225 students to visit to obtain help with homework, to practice music or to take lessons, or to borrow books. They arrive at any time from 7 a.m. to 9:30 p.m., mealtimes and Sundays included.

There are four organs and two pianos at the college and Carol has 70 students taking private or small-group lessons on these. The largest organ is in our garage, and one of the upright pianos is in our house.

I had to overhaul the garage organ completely. Felt and leather strips and pieces needed repair; the wooden push rods which had been used for teething by the mice I replaced with sections of



Curious about the light meter held by Volunteer Malcolm Faust (San Jose, Cal.), two young men listen as he explains its use. Malcolm attracted their attention as he photographed a market place near his school at Ilesha, Western Nigeria. Before joining the Peace Corps, he studied photography, commercial art.

aluminum knitting needles. After 13 trial assemblies and tests, I was finally able to depend on it.

The piano wasn't so bad, but it required disassembly of the keys for mold and mouse removal. I also squirted alcohol (with a Peace Corps Science Kit syringe) on all the felt-lined pivots to loosen up the action.

Carol tunes both our pianos and the one at the Methodist High School. The one that was most out of tune was 1½ steps low, but it came right back in tune with no broken strings. Our students were astonished at first to find us doing such work, but since then the students, Volunteers, and other teachers have brought for repair deranged cameras, watches, starter's pistols, a light switch for a Peugeot, tape-recorders, movie projectors, record-changers, and a Ford Zodiac with a "burnt" clutch. I couldn't repair them all, but I had fun trying and I enjoy the confidence that my friends place in my Vise-Grip pliers and jeweller's loupe.

Carol does our cooking on a three-burner bottled-gas stove with oven. We have a pressure-cooker, which is invaluable for saving time and gas and for tenderizing meat. We have mincemeat and rhubarb pies, six-flavor fruit salads, sour-cream pancakes, fresh bread, fresh limeade, homemade ice cream, and homemade peanut butter—thanks to THE PEACE CORPS VOLUNTEER, which once printed a recipe for it. Our garden is about 35 x 95 feet and is producing 21 kinds of fruit and vegetables.

Other projects we are or will be working on include Yoruba language study, tape-recording and notation of Yoruba songs, and the building of a 30 x 40-foot mural in an Ilesha church.

When we leave, we will probably feel that we are just getting started.

Inspector-teacher, Volunteer Tom McCarthy travels through Northern Nigeria. McCarthy points out the text of a new law to his students in Zaria Province.

On the Court Circuit

Thomas McCarthy (Parlin, N.J.) received a B.A. in English from Marquette University in 1960 and an LL.B. in 1963 from St. John's University (Brooklyn).

By Tom McCarthy

Structurally, the government of the Republic of Nigeria consists of a central federal government of limited powers and functions uniting relatively autonomous units. The administration of justice is almost entirely in the hands of Nigeria's four regions, each having its own court structure responsible to its own Ministry of Justice. In Northern Nigeria, the largest of the regions, most courts are native or traditional courts, which in the past administered justice according to either Muslim law or local custom depending upon whether the area within which it functioned was Muslim or not. Today these courts have to administer modern statutory laws which have been enacted since 1956 to meet the demands of a rapidly developing country.

The task of supervising the adjustment by these courts to the new laws has been given to the minister of justice. The administration of his policies and programs is being carried out by officials called inspectors of native courts. These officials report directly to a commissioner responsible for the courts in a certain area. My work as inspector, which takes me throughout the Northern Region, is the giving of a series of two-week courses on procedural techniques and court administration. I spend half or more of each month teaching throughout the region, and the remainder in Kaduna, the regional capital, writing reports on the course just completed and preparing for the next course to be given. My preparation consists of examining the available information on the courts of the area to which I am headed in order to determine what to teach and how to teach it. Besides, I have to make arrangements for facilities and accommodations with the authorities in that area. As for the teaching itself, the dia-

A class in Nigeria plays the recorder under the direction of Carol Faust. The students initiated classes on the ancient instrument as an extracurricular activity. Carol also has regular classes in choral and instrumental music. Carol and Malcolm, her husband, both teach at the Government Training College at Ilesha.

logue below is typical of the manner in which the courses are conducted:

Inspector: Let us say that a farmer comes into your court complaining that his neighbor does not keep his cattle from wandering on to the farmer's land, and that these cattle have trampled down part of his crop. What do you do with such a complaint?

(The class confers and the senior judge among them answers.)

Senior Judge: We will put the matter down on our calendar for trial on a future day, and we will send out a messenger with a summons for the owner of the cattle to appear in court on that day.

Inspector: Let us say the day of trial comes and the farmer comes to court but the owner of the cattle does not. What would you do then?

Senior Judge: We will tell the farmer to come back the next day and we will send out a policeman with a warrant to arrest the owner and bring him to court on the next day.

Inspector: And so the farmer must lose another day of work in his fields because the cattle owner did not answer the summons of the court?

Senior Judge: We have not seen the Inspector in our courts before. How does he know of such matters?

Inspector: It is true that I have not seen your courts before. But I have given courses to judges in other parts of the region and I know that there are many such farmers who lose a day's work in their fields in such a manner.

Senior Judge: And what did the Inspector tell these other judges they should do in such cases?

Inspector: I do not tell judges what to do. It is the new laws which the judges must follow. I say only what the new laws say.

Senior Judge: And what is it that these new laws say?

Inspector: The new laws say that when the defendant does not answer the summons the judge is to give judgment for the complainant.

Senior Judge: Is it right to give judgment against a man when he is not before you?

Inspector: The man is not before you because he chooses not to be before you. It is his own fault. Is it right that the farmer should lose a day's work in his fields because the cattle owner chooses not to answer the summons?

Senior Judge: Could we not punish this cattle owner for his disobedience?

Inspector: The summons does not order the owner to come to court. It orders him to come or to have judgment given against him. It is not disobedience to make one of the two choices the summons gives him.

Senior Judge: And how will the court inform the owner judgment has been given against him?

Inspector: Cannot the court send a messenger to him with a duplicate of the order of the court that judgment is against him?

Senior Judge (after conferring with class): This is what the new laws say. This is what we will do.

Anyone Can Be A Headmaster — Or Can I?

Alan Blackmer (Andover, Mass.) attended Harvard, where he received a B.A. in social relations (1960) and a Master of Arts in Teaching (English) in 1963. In the summer of 1962 he was employed by Phillips Andover Academy to teach the writing of English prose. In 1955-56 he was an exchange student to England, for the English-Speaking Union. He has worked in a pineapple cannery in Honolulu, where he lived with a Japanese family, and has had two years' experience teaching at a private school.

By Alan R. Blackmer

Sometimes new jobs are thrust upon us Volunteers overnight. Such was my case, and from a role as an English teacher I find myself now running a school of 180 boys for three months.

Because schools here tend to be run by one man, my task is mostly an exercise in ingenuity and patience without the benefit of experience. Where do I buy diesel fuel and how much does it cost? Can I buy lumber at 10 instead of 12 shillings per board so the saving can go toward a new blackboard? What's wrong with this boy who is shaking and genuinely scared half to death because he watched his junior brother die of shakes like his? Where do I find a referee for the next match? How much do 500 yams cost, 20 bags of beans,

Needle poised, Rick Van Rheenen, Peace Cops physician, inoculates children at Volunteer-Nigeria day camp. Mrs. George Sealey, wife of Regional Director, assists.

Recreation at Camp Oremi gave Volunteer Gordon Rond Volunteers and Nigerians co-operated on organization. S

Proud of her finished product, Florence Ayemi, a Nigerian student, shows her paper sculpture to Cedric Clark (Pennington, N.J.), a Volunteer Leader who assists in administration of Volunteers. Malcolm Faust (San Jose, Cal.) instructed her in industrial arts and handicrafts.

sacks of onions and raw fish and ogbonna? Which market?

What's this stranger doing around the compound and what if he shows up at night with a lorry full of thieves? Why is there so much noise in Class IA, or is another snake in the wastebasket?

How much solignum will it take to seal the rafters of the new house I am building? And of all things, where do we find the money to keep this place going in the face of a paralyzing national strike: almost all available money is frozen in postal orders while the postal workers wait for a pay raise.

The job is harassing but exciting. It ranges from caning a boy (it is expected here) to preparing entrance examinations. More significantly, it gives me the chance to try a few new things without interference or the feeling that I'm treading on toes. We have been able to start a camping-hiking society and a photo supplies club.

Being the only non-Catholic in a Catholic school is ironic for me but not troublesome. The biggest difficulty is that we are 20 miles out in the bush from the nearest town, Nsukka—no hospital, no phone, little transportation.

Sometimes it's hard to find time for my 20 classes a week. I'm enjoying the job, but I'm glad that somewhere somebody hinted in a barely audible whisper that Peace Corps Volunteers should consider being flexible.

A Try at Community Action

Elaine Rondeau (Adams, Mass.) was a 4-H Club member and did farm work as a grass-roots ambassador in Uruguay with the International Exchange Program. She has been an instructor in a swimming program for retarded children, a county 4-H Club agent, and a high-school teacher. She received a B.S. in home economics from the University of Massachusetts in 1960. Her husband, Gordon, has a B.S. in mathematics from the same university. He is a former computer-programmer for General Electric.

By Elaine Rondeau

Morning comes very early for us at Lagelu Grammar School, where we live. First, we have to feed Lisa Bamidele, our 13-month-old baby, who wakes up early. Then it's on with the day's work. My husband, Gordy, teaches mathematics and coaches sports at the school; I work in community development, a job which takes me to villages all over the Western Region. My main work has been in helping to set up a Women's Staff Training Centre in community development to teach Nigerian women home-economics and community-development techniques they will need for work in villages.

As far as I know, there are only three of us CD workers in Nigeria. We are in a pilot project to see if more Volunteers would be valuable in CD work here.

I have been doing women's programs in home economics. Bev Granger (Whitmore Lake, Mich.) is doing youth work and Dillwyn Otis (Aurora, N.Y.) is

ordon Rondeau (at net) a chance to instruct younger children in volleyball. anization. Several Volunteers worked at the camp during summer vacations.

The starting flag for soapbox races at Camp Oremi is held by Beverly Granger, who supervised children making the racers.

doing agricultural work. Bev and I share our labors. Often I go out to villages with her to teach girls sewing and cooking. Recently, she has designed an oven made from a kerosene tin and we have been teaching the village girls to bake bread and cake in it.

Together, in our workshop we have built simple furniture from local materials in order to introduce carpentry to village women. Baby Lisa gets in on this work, too. She is currently testing various types of improvised furniture: a bamboo baby bed, a high chair and a rocking chair made from beer crates, and a bath stand and dressing table made from milk-can boxes.

One of my most satisfying jobs is to work on the two-week camp program for women who attend the Ministry of Economic Planning and Community Development domestic-science centers in the Western Region. Bev and I planned the session last year at Shasha River Training Camp. We added a few touches of America to the Nigerian activities.

To supplement lessons and lectures in foods and nutrition, child care, sanitation and health, and home improvement, we had campfire activities, as in the U.S.

The women attended lessons for two days of the two weeks with their babies. They had a chance to see and test nutritional foods, like corn pap with egg. They usually eat plain pap, which is not very nutritional.

While I am busy in the field, Gordy is busy at school, from 8 to 2 teaching and from 4 to 6 coaching. He is also the health prefect and a house adviser.

We have many views to exchange on the rare occasions we have for talk. I see more village life, and he more school life. Often when I come home, I find him on our verandah in deep discussion with some of the boys concerning sports, science, or international affairs. Often I am drawn in to give nutritional advice. Gordy is concerned with students' health and often discusses nutrition in relation to sports, lessons, and attitudes.

To get around, I use government transport, and Gordy rides on a motorcycle which has earned him the local name *Alade*, which in Yoruba means "You who wear the hat," in reference to his crash helmet.

Our baby, Lisa Bamidele *(Bamidele* is Yoruba for *follow me home),* has been an important influence on our lives. Since her birth, our status in Yoruba land has risen because the Yoruba people love children. A group of village women who make palm oil on our school compound show their esteem for her by visiting Dele to give her "dashes" (presents) or palm fruit.

One of the first babies born to Volunteers in Nigeria is Lisa Bamidele Rondeau. Gordon Rondeau teaches at Lagelu Grammar School. Elaine serves as a community-development worker.

Making bedside stands from milk boxes is one of many projects, from nutrition to carpentry, of community-developer Beverly Granger (Whitmore Lake, Mich.).

The Quick Brown F

Virginia DeLancey (Cleveland) majored in business education at Syracuse, where she received a B.S. in 1961. Her husband, Mark, received a B.A. the same year in political science.

By Virginia DeLancey

Arriving at the Abonnema Wharf during the height of the afternoon rains, my husband, Mark, and I were dismayed to see what we had for transportation. We unloaded our bags, sloshed through ankle-deep mud, and climbed down the concrete stairs which served as the wharf. Tied up there were several 40-to-50-foot dugout canoes loaded with our new African neighbors. Immediately, we were surrounded by Africans, each one trying to take our baggage to his canoe for the trip to our new home. "Of course, we're not going to Buguma," they said, "but we'll go out of our way for you if you pay us more money." We bargained and bargained and finally paid the two pounds ($5.60) for ourselves, a veteran Volunteer who had come along to show us around, and our small loads, little knowing that the correct price was two shillings (28¢) per person with a reasonable load included.

Where we were headed we didn't know, but we were glad to see that our canoe had an outboard motor and a kind of roof to keep off the rain. Off we pushed into the maze of rivers forming the Niger delta, soon losing sight of the ships and oil tanks that mark the harbor of Port Harcourt and getting our first view of our new surroundings: mangrove swamp. After 2½ hours in the canoe, we were still looking at mangrove swamp.

Our canoe arrived in Buguma at 8 in the evening. Our new students had been stationed at the wharf since 11 a.m. to greet us. But by the time we arrived it was so dark and the rain was falling so hard that we could see hardly a thing except a few bush lamps. People took our bags from us and carried them off into the night. Others led us down a dark and muddy road, on and on to the tune of the little children's, "Hello, Mr. Bakimbo [*white man*], Koi! Koi! Koi! [the sound of the first Europeans' shoes]." We began to wonder where we had come to.

It was not until morning that we discovered that we were on an island about a mile long and a half-mile wide miraculously containing 10,000 to 15,000 Kalabari people of the Ijaw tribe. The people here are still very proud to have been in contact with the first Portuguese to come to Africa; they were also middlemen in the slave trade on the coast. The island lies in the middle of one of the

...n Fox in Buguma

world's largest mangrove swamps. The muddy road we had travelled the night before was the main—and only—road in town. There are no cars.

Our apartment is in a comfortable, cement-block structure right in the center of town. We feel lucky not to be isolated on a school compound because we have so thoroughly enjoyed having contact with townspeople. We are always personally escorted when a new chief is installed, or when a funeral festivity takes place, or when a ceremonial masquerade is played.

We were given the entire second story of a house for our quarters (much larger, incidentally, than any we could afford at home). The first floor gives shelter to our steward; a tailor and his shop; an African-type general store, its manager, his wife; and another family. Across the street is one of our best friends, a tinker who visits us to teach us Kalabari language and customs and to learn about America and "Washington, G. C." which he "likes too much." He listens faithfully to the Voice of America in simple English.

We were told that our school, King's College of Commerce, was underdeveloped. At the time, it was in a rented, two-story, cement-block building with a corrugated metal roof. The rooms lacked

A government mail canoe is like boat that carried the DeLanceys from Abonnema to Buguma, where they took up their teaching jobs at King's College of Commerce.

Amachree Opu Etelle is the main street in Buguma, where Mark and Virginia DeLancey were assigned. It is an island with an Ijaw population of 10,000-15,000.

Library at Buguma school originally consisted of 12 volumes in a locked cabinet (left), and Mark DeLancey discussed improvements with his principal, B.M. Okororie. New library (below) evolved with tables and chairs, librarian's desk, and shelves to hold the 2000 volumes contributed by the DeLanceys' Stateside friends.

ceilings, and while teaching we had to dodge the birds nesting in the rafters as we tried to shout louder than the person in the next room in order to make ourselves heard. As a commercial teacher in a commercial school, I was particularly interested in the typing room. It was on an open porch. For equipment there were 10 ancient typewriters, of which only two operated in any way. Before each class began, the students had to unlock a cabinet. remove the typewriters, which were piled one on the other, and put them out on an old dining table. With the coming of rain, they had to repeat the process rapidly in reverse. Although typing had been taught for five years, the hunt-and-peck method flourished.

Also of interest in our school was the library. It was in the staff room, which you reached via the principal's office. If its location were not enough to scare away any tentative intellectual, the staff-room door had a "DO NOT ENTER" sign on it, and the books were locked in a cabinet inside—all 12 volumes.

Much has changed in two years, though. The school proprietor has built a new building. Although it has few advantages over the old one and more disadvantages, it is rent-free. The proprietor has thus been able to allow us the use of a large room and a small office for a library and has equipped it with necessary shelves and furniture and, in addition, has donated money to supplement the 2000 books sent us by friends at home for the library. He has also furnished a room with tables and two sets of excellent books for our typing classes. In addition, we now have 12 typewriters, most of which are in good or excellent condition. Progress comes so discouragingly slowly when you envision the future but encouragingly steadily when you reflect upon the past.

Perhaps our greatest problem when we arrived in Buguma was food. It would have been simple had we wanted to travel to Port Harcourt each weekend. But we felt that was foolish and troublesome. I had vowed to do all the cooking while in Nigeria; but, after mastering our two-burner kerosene stove, I unhappily discovered that I could rarely buy meat and when I could it was goat. The Buguma people just don't like meat. I could buy every imaginable kind of fish, but we didn't really like fish, and the only way I knew to cook it was to deep-fry it. Furthermore, I hadn't the slightest idea of how to clean one.

Six weeks later and 30 pounds lighter, Mark was still faithfully eating fried fish and an occasional meal of eggs or tinned meats. To make matters worse, the only vegetables we could get were onions, okra, tomatoes, and pumpkin leaves.

After two months of this we hired a cook, who broadened our list of fish dishes to include those of English, Dutch, Indonesian, Indian, and Nigerian origin. Then, the next time we went to the city, we brought home a few cases of vegetables bought at a discount because of quantity. We bought a case of Brussels sprouts, a favorite of ours, but we found that it wasn't a 12- or a 24-can case but a 48-can case of the worst-tasting things you could imagine. At first we avoided eating them, but soon we fiendishly began to take them as presents when we travelled to other Volunteers' houses.

At last tally, nearly two years since we arrived, I find that I am back to doing most of the cooking and have developed more than 50 fish recipes, including some that use a kind which may be clams, oysters, or plain barnacles. But they make both delicious clam chowder *and* oyster stew, so we use them for both.

Our only sorrow is that we must be firm and stoic and consume one can of Brussesl sprouts a week until the day we leave.

Education by

Errol Carroll (Lansing, Mich.) received a B.A. in communication arts in 1960, and an M.A. in English in 1963 from Notre Dame. He also attended University College, Dublin, Ireland, where he worked in Celtic studies.

By Errol Carroll

Solomon, in his turn, gave the Queen of Sheba all she desired and asked for; gave her much, too, unasked, in the royal munificence that was his * * *.

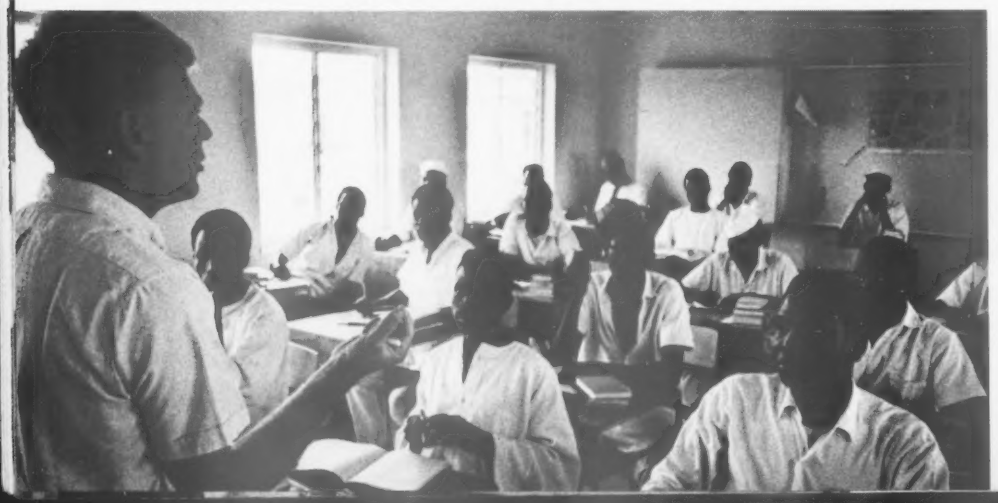
III Kings x: 13

Tradition has it that billets-doux between Solomon and his opulent guest were sent across the desert spaces via the hoopoe bird. Modern technology now sends the hoopoe's black-and-white plumage through the air, but today it carries intelligence more weighty. It is with a hoopoe as insigne that I begin each telecast to schools, on Tuesdays and Thursdays, as the director of schools television, Northern Nigeria.

On these mornings I prop my battered motorscooter up against the Television House in Kaduna, the capital. Within its air-conditioned confines, we put on in lightning succession four "live" classroom programs. Such programs as "Working With Science," "People of Many Lands," and "Studies in Shakespeare" are telecast to 40 schools between Kaduna and Kano, 200 miles to the north. In this, our second term, we will send out 72 television lessons.

As for the future, we hope this fall to include *The Merchant of Venice, Julius Caesar, Romeo and Juliet,* and *A Midsummer Night's Dream* in a series of televised performances by drama groups from secondary schools in Ka-

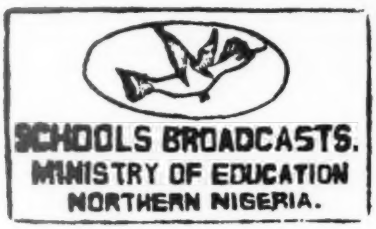
The attention of the class at Bichi Teacher Training School is focused on Volunteer Bill Melvin (Independence, Iowa). Melvin is a liberal-arts graduate of Wartburg College in Waverly, Iowa.



Potato prints like those made in U.S. schools are demonstrated by

...n by Air Wave

duna. I have been working with the youngsters, in the evenings, since January, and have found the job highly educational. They have a rapport with the Elizabethan stage that has been lost in more cultivated communities. The ministry is giving money and the plays will, we hope, be heightened by authentic costumes to give spectators a Shakespearean sight and actors a theatrical stance.



Airborne Hoopoe

Our own staff of 13 includes blacks and whites, Muslims and Christians, and American and English expatriates. We divide the burdens of schools broadcasting into three: television, next term, 80 lessons to 40 schools; radio, 130 lessons on Radio Nigeria, 90 on Radio Kaduna, to 700 schools; distribution, which sends out material to accompany the radio lesson—schools receive 25,000 booklets (designed and illustrated in our studios) and 48,000 classroom pictures.

Between television terms, the ministry sends me on liaison work for schools broadcasting, and I go to as many schools as time and temperature permit, checking the reception of their radios and of our ideas. Each of these trips is a lesson in Nigeria:

Television House, Kaduna, Nigeria, sends out educational programs to provincial schools. Volunteer Errol Carroll has four live classroom shows each week.

• I know the sadness of an Ibo waitress as she carries a Star beer to a customer. She touches his pale hand and says, "Is good," then points to her own graceful ebony hand and says, "Is no good."

• I know the awe of a Bernin Kebbe boy, brought into civilization for a Boy Scout jamboree, turning on his first electric switch and having his first elevator ride.

• I know a new color spectrum when the women and their babies sit flamboyant in church, across the aisles from their men.

• I know embarrassment for staring at a pure white Negroid child in the market and having a clucking old woman point at the youngster and then to me and smile a toothless smile and nod at our similarities, and I know anxiety when I see that the child is annoyed by both of us.

• I know discouragement when well-trained Nigerian teachers have no desire —in fact, refuse—to go out to bush schools to pass on to others the educational opportunities they had.

• I know the friendliness of a village when you wind through it on your cycle where no cars could go, and there is nothing but clay, thatch, smiles, and "here's how" salutes from old and young, men and women.

• I know pleasure when a boy, half as high as his bicycle, stops to help me watch a skyscraper ant colony and warns me of the dangers involved in meddling with such beasts.

• I know a new heat of the day, a mosquito which penetrates and poisons without the warning of a sting, a bone-dryness in the air, the cacaphonic symphony of the monsoon rain, the flame-of-the-forest tree.

• I know boiled water, succulent pineapple, white yams, powdered milk, ground-nuts, and cassava.

• I know unhampered innocence when, with the dignity of a prince, a first-year schoolboy asks me if fairyland is really a place, or another boy asks me to tell him what exactly is poetry.

• I know a people who are just beginning to think of themselves as a nation, and I know I'm glad to be here.

...de in
...ed by

Jacqueline Taylor (Blue River, Ore.) to future elementary school teachers attending her art classes at the Bichi school.

A Beatles record brought by visiting Niger Volunteers Lee Olmstead (left) and Larry Cassidy amuses Nigeria Volunteers Melvin and Taylor.

A Camp Is Easy — With Help

Volunteer Joe Miller is from Lincoln, Ill. He received an A.B. at the University of Illinois in 1960 and a law degree (J.D.) at the University of Chicago in 1963. Both he and his wife, Ruth, teach at the University of Nigeria, she in French and he in law.

Volunteer Bill Burke is from Butte, Mont. He received a B.A. (1960) and an M.A. (1962) in English from Montana State University. He teaches at National Grammar School, Nike, Enugu, Eastern Nigeria. His wife, Carol, teaches at the Women's Training College in Enugu.

By Joe Miller and Bill Burke

Here is a situation to test the ingenuity of any Peace Corps Volunteer. You are assigned to teach in a rapidly-growing city such as those you find in Nigeria. The six-week Christmas holiday is coming, and you talk with the school principal and some youth-club leaders about vacation plans for the primary-school children. Unless you do something, most of them will have nothing to do except play in the street. And you have a big group—600 or more. What do you do?

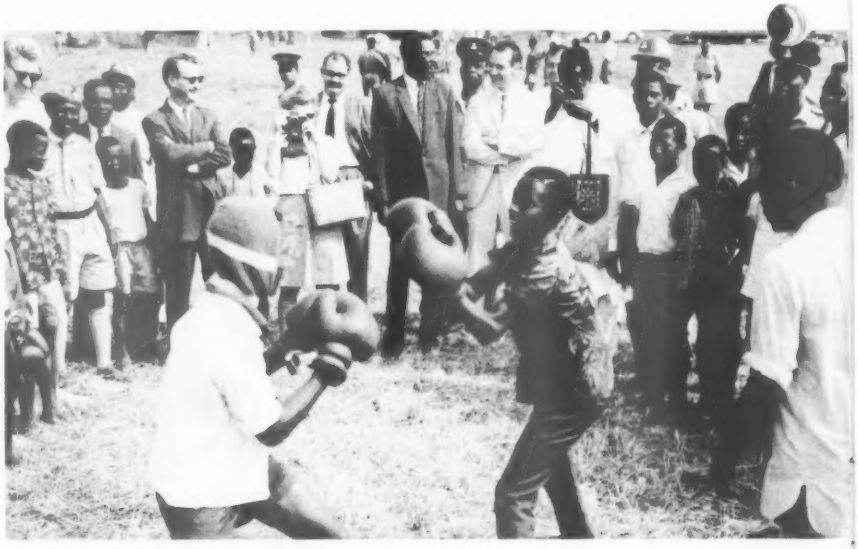
At Enugu, we tried to find a program which would be constructive and healthful yet capable of absorbing a large number of children. Our solution was to adapt the American idea of a day camp. The result was a surprising success—and a lot of fun.

Two months before Christmas we began preparations. Our camp site would be the campus of a girl's college, with a netball court and a dining hall nearby. The Nigerian Boy Scouts would construct bamboo-and-raffia-palm huts where the campers could avoid the hot sun. A mid-morning snack could be prepared and served in the dining hall, and the food would be donated by a mission and businessmen.

A bookstore gave us paper and water paints sufficient for the four weeks of the camp. Eager to have as much sports equipment as possible, we sent out an appeal to all the Volunteers in the region to bring in their basketballs, softballs and bats, and soccer balls. Officials of the Eastern Nigeria Sports Commission promised us plenty of boxing gloves and volleyballs. A man from a local pottery promised to supply us with molding clay and to show the boys and girls how to sculpt. And the Ministry of Information and the U.S. Information Service promised a variety of movies.

We sought to enlist adult help from the local youth groups and churches. The Boy Scouts, led by their regional commissioner, Grant DesBordes, assumed much of the responsibility for preparing the camp site and providing counsellors. The Girl Guides and the Young Women's Christian Assn. became actively involved. The leader of the Eastern Nigeria Youth Clubs, a man who is also mayor of Enugu, was elected the chairman of the planning committee. Then, more than 40 Volunteers from around Eastern Nigeria came to help out.

Children were to come for a week at a stretch, the youngest first. The headmaster or principal of each of the city's 35 primary schools was asked to select 25 boys and girls, and the parents of the child so selected returned to us a letter giving permission for the child to participate. In this way, more than 600 children were invited to camp.



Sir Francis Ibiam, governor of Eastern Nigeria, congratulates the Volunteers who served as counsellors at Enugu Camp. Pictured Volunteers are: Suzanne Cracraft (San Jose, Cal.), Regina Crawley (Farmington, W. Va.), Bee Dunn (Kerrville, Tex.), Tony Heus (New Holstein, Wis.), Libby Bell (Atherton, Cal.), and Gayle Breuninger (Havertown, Pa.). Christmas vacation in Nigeria lasts for six weeks. Because Volunteers were concerned about the children's activities during this period, they set up the day camp. Nigerian organizations in Enugu, such as Girl Guides and Young Women's Christian Assn., played an active part.

Watching the boxing at opening day of Enugu Camp are Volunteer Mike Hackett (Kennett Square, Pa.); Grant DesBordes, regional Boy Scout commissioner; N. A. Ndu, regional minister of internal affairs; Robert Smith, American consul in Enugu; Volunteer Avis Eisman (Tehachapi, Cal.); A. W. Doodes, of Enugu Trade Center; E. N. Oba, of Municipal Council; Warren Ziegler, Peace Corps Director, Eastern Nigeria; Sam Selkow, Peace Corps Field Officer; and Dr. Michael I. Okpara, premier of Eastern Nigeria. The day camp at Enugu was run in four one-week sessions.

Finally, we started. On the opening day a huge crowd of boys and girls and their teachers gathered about to hear the premier of Eastern Nigeria, Michael I. Okpara, and Nigeria Peace Corps Director William Saltonstall give brief speeches. Then the children launched into four hours of activities.

Each morning at 8 the boys and girls and counsellors assembled for the Nigerian national anthem and the flag-raising. Then the children were divided into four groups and sent to their huts. Each hut, presided over by one counsellor, provided some activity: sports, games, singing, handicrafts, or first-aid. Happily, we found that the boys and girls could organize their own soccer and netball with a minimum of supervision.

Rotating Activities

About every 40 minutes the groups changed huts and activities. At 10:30 they had their break for cookies and milk. From there they went on to a movie. *The Dick Tiger Story*, the biography of the great Nigerian boxer, *The Golden Age of Comedy*, and some cartoons on hygiene were all favorites.

Regularly during the first two weeks and occasionally during the second two, one group of children was taken by government truck to some nearby point of interest: the library, the airport, a pottery. These field trips caused some problems because the children were so eager to go that they would quit whatever they were doing and try to climb into the truck. This was solved by leading the nonfield-trip campers into the movie hall, locking the doors, then spiriting the field-trip campers away in the truck.

Some of the counsellors had real skills to top off their enthusiasm. In the arts-handicrafts hut, Elsie Slessor of the Enugu YWCA taught painting, Volunteer Priscilla McClain (Birmingham, Ala.), added her skill with clay. Elizabeth Otu was able to teach a variety of Nigerian games and songs, while Volunteer Phyllis Gaal (Philadelphia, Pa.) added her guitar and folk-singing to the music hut. Mr. Egu of the Nigerian Boy Scouts taught first-aid. Pius Emehelu, a Scout leader and school teacher, was never at a loss in improvising games or songs or dances. He was our unofficial policeman, director, and camp genius.

On the final day Sir Francis Ibiam, governor and Chief Scout of Eastern Nigeria spoke at the closing ceremony. He congratulated the Boy Scouts and Peace Corps for their work on the project and urged that the camp idea not be lost. With the Scouts now planning day camps in two other cities in Eastern Nigeria, the idea shows signs of catching on.

The first "lodgers" arrive at the Baby Home in Owerri, Eastern Nigeria. The home was founded by the Owerri Red Cross with the assistance of Volunteer Diane Magri.

Owerri's Baby Home

Diane and Jack Magri (East Norwalk, Conn.) were originally assigned as Volunteers in Somalia. After a year, they transferred to Nigeria, where Diane taught at the Advanced Teacher Training College in Owerri and Jack worked as a furniture designer and instructor at the new Industrial Development Center jointly sponsored by the U.S. Agency for International Development and the Ministry of Commerce of the Eastern Region. Warren Ziegler is Associate Peace Corps Director in charge of the Eastern Region of Nigeria.

By Warren Ziegler

As this is written, Volunteers Diane and Jack Magri are hunting with pygmies in Central Africa in their post-termination trip from Nigeria to Kenya. They left by car a few weeks after the successful opening of the Owerri Baby Home. The story is really Diane's, not mine, and I hope she won't mind my telling it while she eats elephant meat with the pygmies.

The Problem: What to do with babies whose families cannot or will not take care of them?

The Place: Owerri, Eastern Nigeria, a community large enough to reveal a social pathology as much urban as rural and to manifest a decline in family loyalties and traditions.

The Plant: A two-room building, a onetime clinic fallen into disrepair for lack of community support.

The Cast: Diane Magri, with an assist from her husband, Jack, from scores of citizens, and from a baby.

The Story: A few months ago, an infant with sticks for legs and ribs like stepladders was left to Diane's care. Diane and Jack took in this child, who then weighed less than four pounds. They gave her tender, loving care, and saved her life.

Then Diane went to work. She convinced the Owerri Red Cross Society to sponsor the Baby Home and involved it heart and soul in the project. She "borrowed" building materials and cajoled local craftsmen into donating work to rebuild and furnish the building. She scrounged all over the region for needed appliances, for powdered milk and supplies, and for money. She raised enough of all these items—from Nigerians and expatriates, businesses, and American and Nigerian government agencies—to guarantee minimal funds and supplies for a year's operation, including nurse's aides and a resident midwife.

Diane succeeded in no small part because of her ability to involve other people, especially Nigerians. The Baby Home became their project. And on opening day, Diane sat with scores of people on the big porch while Chief the Honorable A. O. Chikwendu, provincial commissioner, and R. O. Ihenacho, OBE, regional chairman of the Nigerian Red Cross Society, pledged themselves, their community, and the Red Cross to continued support of the Baby Home.

(Since the Magris' termination, the Society has launched another fund appeal and other Volunteers in the area have made plans to enclose a porch, thus increasing the capacity of the Baby Home.)

The Junior Red Crossers marched smartly in bright uniforms; refreshments were served; it rained (as usual) torrents; people oohed and aahed when the ribbon was cut and the Home opened for inspection. Diane received a vote of thanks for the work she had helped others to accomplish.

The baby? She is healthy, happy, now well-taken-care-of in the Baby Home after the good start in life she got with the Magris.

Mrs. Payne, who taught mathematics in schools at Middletown, N.J., for eight years before her retirement, runs through some equations for her new students, one of whom wears national dress. The poster is a reminder of strong cultural influence of Britain, which formerly ruled Nigeria as part of its empire.

Newest Oldest Couple

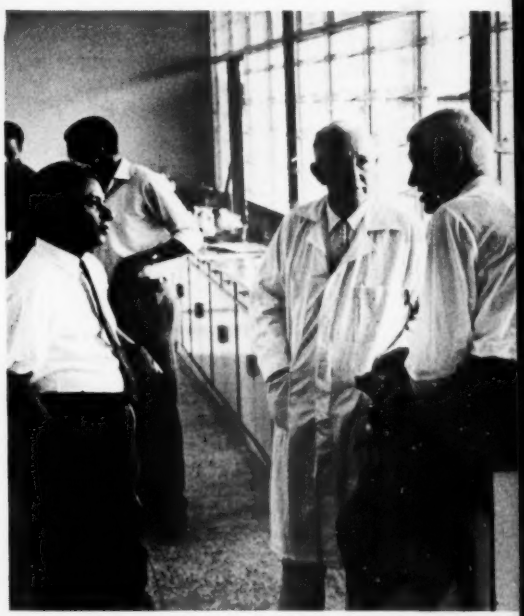
Titleholders among Peace Corps senior citizens are Volunteers Virgil and Dorothy Payne, 71 and 68, respectively, who recently arrived in Nigeria. "Our children and most of our friends thought we were crazy when we joined the Peace Corps," says Mrs. Payne. Both had led active lives, Payne as a chemist—both teacher and researcher—and Mrs. Payne as a teacher, technical editor, and real-estate woman. And both of them felt that their retirement (since 1961) was a waste when they had skills to teach and a desire to serve. So they volunteered. At Columbia University, the Paynes, of Long Branch, N.J., went through the same routine as their four-score fellow-trainees except for physical education, during which the Paynes judiciously served as referees or timekeepers. Before the Paynes, "oldest couple" titleholders were Mr. and Mrs. Chester Wiggins, 67 and 64, who served in Peru.

Peace Corps photos by Morton Engelberg

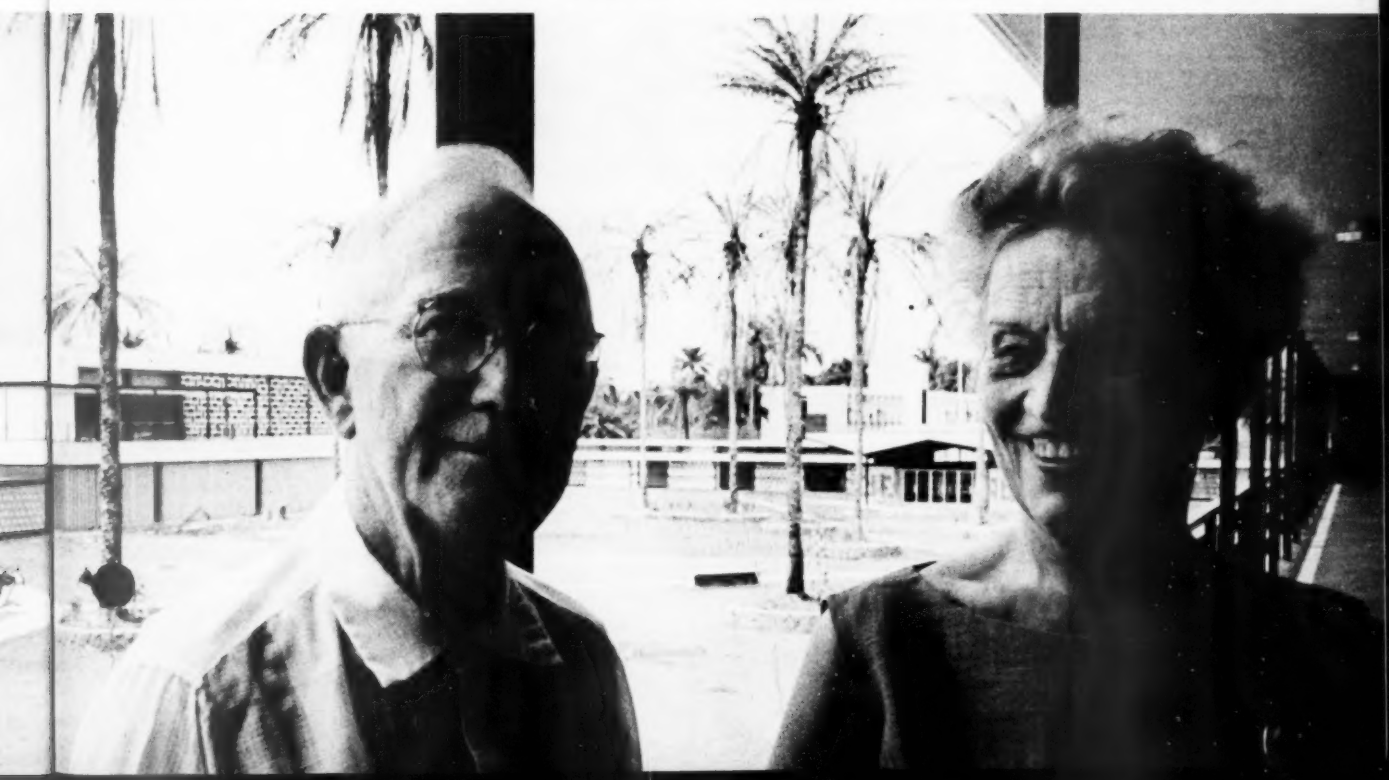
Mrs. Payne strikes up conversation on a Lagos street with young mother toting child on back. The Paynes, married in 1958 after both having lost spouses, have between them five children and 16 grandchildren.

Back on the campus, the Paynes, who between them have a half-century of teaching experience, look perfectly at home at Federal Advanced Teachers College, a graduate school for experienced teachers.

Familiar setting in strange background is this chemistry lab where Payne will be working. He taught for 19 years at Transylvania College, Lexington, Ky., and later was department head at Monmouth College, West Long Branch, N.J. He received Ph.D. from University of Kentucky.



Volunteer Payne gets together with two bosses, M. E. Doraiswamy (left), head of chemistry department at college, and William Saltonstall, Peace Corps Director in Nigeria. The college is at Yaba, not far from Lagos, the capital.



Job, Education Opportunities For Volunteers Ending Tours

Opportunities for returning Volunteers are listed in a monthly bulletin prepared by the Peace Corps Volunteer Career Information Service and sent regularly to Volunteers. Volunteers in their last year of service have been asked to send in registration cards (available from Representatives) in order to obtain individual assistance. Inquiries should be addressed to the Peace Corps Volunteer Career Information Service, Room 601, 1815 H St. NW, Washington, D. C. 20006. Following is a selection of opportunities.

Education

Carnegie Institute of Technology Graduate School of Industrial Administration is seeking applications from returning Volunteers. It offers an M.S. program in industrial administration in preparation for general management careers. Ph.D. programs are designed for persons aiming at careers in teaching and industrial or government research and include administration, economics, systems and communication science, psychology, statistics, and management science. Qualified Volunteers with a background in engineering, mathematics, or the physical sciences, or who have at least a year's work in college-level calculus, are eligible for fellowships, research assistantships, or full-tuition scholarships. The financial-aid-application deadline is being extended to May 15 for returning Volunteers. For information, write the Director of Admissions, Graduate School of Industrial Administration, Carnegie Institute of Technology, Schenley Park, Pittsburgh, Pa. 15213.

University of Denver has established a graduate fellowship in its department of international relations for a returning Volunteer. The fellowship ranges from $1200 to $2500, depending upon the needs of the recipient. The application deadline is Feb. 15. The department offers a program which emphasizes the problems of modernization in the developing world. Write to Joseph Wilkinson, Department of International Relations, University of Denver, Denver 10, Col.

Harvard University Graduate School of Education has set aside three tuition scholarships of $1760 each for Peace Corps Volunteers admitted for the academic year 1965-66. Applicants whose financial need exceeds the tuition scholarship will be considered for additional scholarships and National Defense Education Act loan grants. The Master of Arts in Teaching is offered for those interested in secondary-school teaching. Other graduate programs, leading to either master's or doctor's degrees, are offered in guidance, elementary education, human development, administration, history and philosophy of education, research in instruction, and educational measurement and statistics. For information, write to the Director of Admissions and Financial Aid, Graduate School of Education, Harvard University, Cambridge, Mass. 02138. The deadline for applications is Mar. 1.

Teaching

American Schools in Africa—Several openings for teachers are available for this fall. Write to the Office of Personal Administration, AID (PA/EMR—Dependent Education), Room 6532, 1900 E St. NW, SA-8, Washington, D.C.

University of Chicago Laboratory Schools examine, experiment with, and evaluate learning processes. Men and women often teach in one of the laboratory schools and at the same time carry out research projects or study for an advanced degree. Interested Volunteers should write to Francis Lloyd, Director, Laboratory Schools, University of Chicago, Chicago 37, Ill.

International Schools Services helps some 150 American schools overseas to recruit staff. Openings exist for elementary-school teachers in Bogotá, Colombia, and Kathmandu, Nepal; for mathematics teachers in Cairo and Caracas; for English and social-studies teachers in Mexico, and for similar positions in Afghanistan, Pakistan, the Netherlands, and Switzerland. While some positions are open to non-certified teachers, most of the positions available through ISS require that a person be certified in at least one state. Volunteers available for positions this fall should write ISS immediately. Volunteers who are available in February or September, 1965, may also apply now. Write Miss Phyllis Warren, 147 E. 50th St., New York City.

Ozar Hatorah Inc., Society for Jewish Youth Education in the Middle East and North Africa, seeks Volunteers who are completing their service in Iran and wish to consider remaining in Iran to teach. Openings are available for teachers of English as a foreign language at the elementary and high-school levels in Ozar Hatorah schools in Tehran and Shiraz. Qualifications include teacher certification or Peace Corps teaching experience. The society also requires a director for its English-language program and for conducting a teachers' training seminar in Iran. Qualifications for this position include several years of experience in teaching English as a second language. All positions are available immediately. Write to Mordecai Hacohen, Director General, Ozar Hatorah Inc., 411 Fifth Ave., New York City 16.

The United Board for Christian Higher Education in Asia has opportunities at Silliman University, Philippines, and at Satya Watjana Christian University, Salatiga, Indonesia. For most of these positions an advanced degree and experience are required. Silliman is looking for economics Ph.D., consultant in library, math-physics Ph.D., engineer—preferably mechanical-electrical, philosophy Ph.D., experienced educator in elementary and secondary education, press manager familiar with letterpress operation and management of modern equipment, art-education M.A., physical-education consultant, industrial relations, nursing instructor, entomologist M.S. or Ph.D. Positions at the university in Indonesia are for a lecturer in linguistics to teach English as a second language and general linguistics, for a lecturer in English literature. University teaching experience and a graduate degree are required. Apply to Albert Seely, United Board for Christian Higher Education in Asia, 475 Riverside Dr., New York City 27.

Government

California State Department of Corrections, Parole and Community Services Division, has an urgent need for professionally qualified parole agents for a new program. California residence is not required of applicants. Some 1100 agents will be needed during the coming 12 months. Primary assignments include working with adult felons released on parole. Vacancies exist throughout California. Positions may require travel and irregular work hours. Agents are provided with cars. Write Walter Dunbar, Department of Corrections, 502 State Office Building No. 1, Sacramento, Cal. 95814.

Commonwealth of Pennsylvania Department of Public Welfare is seeking returning Volunteers to be youth-development counsellors in its Forestry Camp at Raccoon Creek State Park. The camp serves youths who have been committed for rehabilitation. The program includes counselling, work activities, recreation, and social and religious activities. Starting salary is $4773. Write to Supt. T. S. Walker, Youth Forestry Camp No. 1, R.D. 1, Hookstown, Pa.

Federal Aviation Agency is seeking returning Volunteers to fill positions as mathematicians and engineers. Personnel and placement positions in Alaska are also available for which liberal-arts graduates may qualify. The mathematics and engineering positions range from GS 9 to GS 13 ($7200-$12,075) and are located in Atlantic City, Honolulu, Wake Island, Los Angeles, Seattle, and San Francisco. A number of the engineering positions are in flight-testing, air freight, and airport (civil) engineering. Apply to Earl Hunigan, Personnel Office, Federal Aviation Agency, Washington, D. C. 20553.

Luke Air Force Base (near Phoenix, Ariz.) has vacancies for a recreation specialist (arts and crafts), a youth director, and a realty assistant. All of these positions are classified as GS-7 ($6050). Qualified Volunteers are eligible to file noncompetitively. Form 57 (Application for Federal Employment) should be sent to Miss Barbara Ryll, Executive Secretary, Board of U.S. Civil Service Examiners, Hq 4510th CSG, Luke AFB, Glendale, Ariz.

JOIN (Job Orientation in Neighborhoods) is seeking returning Volunteers as job-preparation counsellors and job-team supervisors. JOIN offers school dropouts from 16 to 21 an integrated program of counselling, testing, basic education, skill training, and job placement. Job-preparation counsellors (starting salary $6000) must have experience in teaching adults. Job-team supervisors (starting salary $7200) should have vocational-training skills. College degrees are not required for either position, but experience is essential. Knowledge of

Roster of Volunteers to Circulate Among Colleges, Universities

Returning Volunteers interested in being considered for fellowships, scholarships, or assistantships for the 1965-66 school year may have their names listed on a roster being compiled by the Career Information Service. Copies of this list will be distributed this October to graduate-school deans, department heads, and undergraduate-admissions directors. Many have expressed strong interest in attracting returning Volunteers to their institutions.

CIS will prepare a brief background summary for each Volunteer listed. Schools will write Volunteers directly, sending information on their programs and inviting Volunteers to apply for admission.

Although most institutions want to attract men and women with Peace Corps experience, many have firm minimum standards of admission. To encourage schools to use the roster, it will include only Volunteers for whom complete information (including academic grade-point average) is available.

Volunteers who want their names included on the roster should write to CIS giving: (1) name; (2) overseas address and permanent U.S. address; (3) date of return from Peace Corps; (4) age; (5) educational background—schools attended, major subjects, degrees granted, and grade-point average on a four-point scale; (6) plans for future study-field, expected degree; (7) geographical preferences.

Spanish is useful. Write Commissioner David D. Jones, JOIN, 280 Broadway, New York City 11.

U. S. Navy has positions open in its management-intern program in the District of Columbia. Candidates must pass both the Federal Service Entrance Examination and a management-intern test and must have an oral interview. Write Management-Intern Program, Room 1000, Main Navy Building, 17th St. and Constitution Ave. NW, Washington 25, D.C.

Veterans Administration Hospital near Cleveland wants applications from returning Volunteers for work in nursing, dietetics, and social work. The hospital also has openings for physicians and medical therapists. Write Dr. A. P. Dellcourt, Director, Veterans Administration Hospital, 1000 Brecksville Rd., Brecksville 41, O.

Business

Avis Rent A Car System is seeking former Volunteers for managerial training. Openings are not limited to persons with engineering or business-school background; positions are open to both men and women. Initial assignment is from six to 12 months either in the U.S. or in one of 36 countries in which Avis operates. Write to Winston V. Morrow, Vice President, Avis Rent A Car, Roosevelt Field, Garden City, N. Y. 11534.

Basic Systems Inc., an international organization dealing in programmed instruction materials, seeks returning Volunteers for a variety of professional positions. Backgrounds in science, psychology, or liberal arts are preferable, and foreign language facility is desirable. Write Barrie Simmons, Executive Vice President, Basic Systems Inc., 2900 Broadway, New York City.

Co-operative League of the USA has opportunities in Colombia, Ecuador, Peru, and Bolivia with its handicrafts projects. Volunteers with degrees in business, engineering, and crafts are wanted. A knowledge of organizational and administrative work in addition to experience in working with co-operatives is desirable. The ability to speak Spanish on a Foreign Service 3 test-level is necessary along with a willingness to travel and live abroad for two years. CLUSA, working with the U.S. Agency for International Development, is responsible for the organization, development, and operation of co-operative organizations of artisans who produce handicraft articles in the four countries. Openings fall into three categories: organization, production and quality control, and product design and development. Write Lynn Matteson, Overseas Assignment Officer, Co-operative League of USA, 1012 14th St. NW, Washington, D.C. 20005.

Mercantile Security Life Insurance Co. offers a battery of aptitude tests to young men who would like to determine their suitability for a career in life-insurance work. College graduates, regardless of major, are invited to apply. Generally, Mercantile Security Life Insurance Co. is interested in young men who are ambitious, persuasive, dominant, and hard-working, and who have a genuine interest in serving others. Apply to Ned P. King, President, Mercantile Security Life Insurance Co., Mercantile Securities Building, Dallas, Tex.

Other

Credit Union: Specialists are wanted as program-directors in countries throughout the world. These positions are administered by the Credit Union National Assn. College degrees are required. Applicants must be willing to travel and live abroad for at least two years. Write Clarence Murphy, Global Project Director, Credit Union National Assn. Inc., Suite 800, 20 E St. NW, Washington, D.C. 20001.

Howard University Center for Youth and Community Studies has positions in the District of Columbia for persons to work with young people from deprived backgrounds. No special educational background is required, but experience would be helpful. Workers in the center may have the opportunity to study at Howard. Positions are for: program directors for youth centers, residential counsellors, youth trainers, paid trainee positions leading to positions as youth counsellors, and recreation directors. Write Jacob Fishman, Director of Center for Youth and Community Studies, Howard University, Washington, D.C.

Textile Workers Union of America, AFL-CIO, is seeking men and women to work as staff organizers in the southeastern and northeastern U.S. Experience in community action is important. A college education and previous membership in the labor movement are helpful. Apply to Personnel Department, Textile Workers Union of America, AFL-CIO, 99 University Pl., New York City 10003.

Something Peculiar

'I Found an American Eating With His Hands'

Mohammed Fauzi Halim is a student at the Language Institute, located near Kuala Lumpur. He is now at Northern Illinois University, serving as a Malay-language instructor for Peace Corps trainees bound for his country. The following is a translation condensed from an article printed recently by **Utusan Saman,** largest-circulation Malay-language newspaper in Malaysia.

By Mohammed Fauzi Halim

A few days back while passing along Malay Street to fill my stomach I saw a man eating with full appetite at one of the Malay restaurants; he was eating with his hands, using five fingers.

I had another glance at him because there was something odd there. Very often the restaurant is occupied by Malays, and they take food with forks and spoons, Western style. But this time there was something peculiar! In front of me sat an American—eating with his hands, Eastern style.

I sat beside him. He was having the same food as I had ordered, including *sambal blachan* and *petai*. This reminds me of our Malayans who still think that *sambal blachan* is something unpleasant and contains no protein, and that *petai* is eaten only by *orang hutan* (jungle folks).

Serving in Perak

After engaging him in conversation, I came to know that he was one of the Peace Corps Volunteers serving in Perak. Our conversation was wholly in the national language and not in Bazaar Malay.

I also understood that Volunteers were to have a Malay course at the Language Institute in the next week or 10 days.

A week later I had a chance to live with them at the Language Institute hostel and learn more about them. I give below a brief description of the ways some of them mix with the local people in kampongs and towns in Malaya.

The one who is very close to me is Davy [Roy Roseborough, Tulsa, Okla.], who teaches at one of the secondary schools in Negri Sembilan. At first I spoke to him in Bazaar Malay, so he replied in the dialect commonly used in Longgeng which sounds more or less like Minangkabau. I told him that I didn't understand him and he replied that neither did he understand my Bazaar Malay. He requested that we talk as the Malays talk to each other, and he spoke to me in fluent Malay. Davy told me that he learned the language at Northern Illinois University. He told me that he lives with a Malay family, and in Lenggeng he eats Malay food.

My roommate at the Language Institute hostel for 10 days was George Hagen [Mabel, Minn.], who is working as a teacher and is married to a nurse [Joann]. He can speak Malay very well. In America he was paid $620 per month. Although in Malaya he receives not even a quarter of what he was paid in America, he is still very happy to work in Malaya.

A Bed-Stretcher

Allan Olson [Hampshire, Ill.] stands more than six feet tall and is robust in physique. As he is very tall he has to put some chairs at the end of his bed to put his feet on. He works as a teacher in Tampin. He lives and eats with a Malay family of 10. Like the rest of the Peace Corps Volunteers, he too speaks Malay. Besides, he also likes Malay poetry. Because he had to take the Malay course, he had to leave behind his "adopted" Mak Chik and Pak Chik (auntie and uncle). As a souvenir he bought a silver tray to present to his Malay family, and on it he carved all the names of the family and a Malay Pantun (verse).

Al used to relate to me the kindness of the family and how he tried to learn the dialect from the children. He also said that the people of the East, especially the Malays, are good-natured and kindhearted. He felt sorry to leave the Malay family.

Marilyn Billimek [Edinburg, Texas] is one of the nurses working in Batu Pahat, and is also friendly. Her Malay is good. Salmah Mahsin wrote about her in the Malay paper last week.

Recently Group VI Peace Corps Volunteers consisting of 29 members arrived in Kuala Lumpur. They have been posted to every corner of the country in addition to those who are already here, making the total of 206. Almost all of them are American university graduates. Some of them have already been working in the States, and before they could come overseas they were interviewed and then received training at Northern Illinois University and Hawaii for three to four months. This

(Continued on next page)

'Volunteers Quickly Adapt To Kampong'

(Continued from previous page)

procedure is to ensure that those who are really capable and interested serve in the country of their choice. Usually they serve in that country for two years. In Malaya they work as nurses, teachers, engineers, doctors, lecturers and many others. Each Volunteer receives M$270 (U.S. $90) per month, whoever he is.

The Peace Corps was introduced by the late President Kennedy. This Peace Corps project is to bring closer understanding among the nations of the world, because peace can only be obtained by better understanding among the nations rather than by war. The first batch of Peace Corps Volunteers in Malaya arrived in January, 1962. The first and some of the second batch have already gone back to the United States for they have completed their tour of duty.

Lives With Family

Now, let us have a look at the ways of life of some of the Peace Corps Volunteers here. The first person to live with a Malay family was John Muth [Pompano Beach, Fla.]. He lives at Pokok Assam in Taiping and is interested in the Malay culture. He married a Malay girl, Azizah binte Hassan and became a Muslim, using the name of Aziz bin Abdullah. He can now read and write Jawi (a Malay script of Arabic origin).

Arnold Deutchman [The Bronx, N.Y.] also likes the kampong ways of life. Although he is teaching in a Malay school, the chances of learning Malay are rather limited because he is teaching English. This problem is always experienced by the Volunteer. To overcome this, Arnold requested the *Penghulu* (head-man of the district) to help to find a Malay family with whom he could stay. He has now achieved his ambition to learn the Malay language by living with a Malay family, just outside Ipoh. His knowledge of the Malay language has enabled him to follow his pupils when they go back home all over Malaya during the school holidays, so that he can learn the Malay ways of kampong life.

In Kuala Trengganu town there is another Malay house rented by a Volunteer named Richard Stahl [Springfield, Mo.], who works as the state architect. He takes Malay food at his neighbors' home, where he pays U.S. $6.60 per month. He uses a community toilet, which is situated quite a distance from his house. His neighbors are friendly and he mixes with them very well. In this way he knows more about the Malay culture.

Martha Hann [Mt. Pleasant, Iowa] also likes to live in a kampong house. She lives with a Malay girl by the name of Aishah Mustafa, who is 20 years old. One from West and the other from East, living together, get on very well. This house has no piped water or electricity.

There are many more Volunteers, whom I am unable to describe here, living in remote kampongs. It appears that they can adapt themselves to the local environment very quickly, even though they are of a different nationality and religion from the local community.

This brief description is an eye-opener for our local nurses, teachers, and other officers, who fear being sent to serve in kampong areas. Those who are serving in these professions should bear in mind, that one good turn deserves another. If we do good to others they will do good to us.

To end this article, let me say that the Volunteers are working wholeheartedly as any other local staff. They take great interest in the country's development and do not indulge in the country's politics. Let us hope this type of help by the U.S. Government will continue for years to come.

Malaysia Day at the New York World's Fair brought an informal reunion of Tunku Abdul Rahman, prime minister of Malaysia; three former Malaysia Volunteers, Anne Jean Porter (Brooklyn, N.Y.), Jean Eisenhart (Latham, N.Y.), Ann Hennessey (San Francisco); and Lewis Butler, former Malaysia Peace Corps Representative. They are pictured in the U.S. Pavilion before a sculpted head of President Kennedy.

CHANGE OF ADDRESS

Name

Address

City, State, Zip Code

Effective date

Please send in together with mailing label at right.

POSTAGE AND FEES PAID

PEACE CORPS
WASHINGTON, D.C. 20525

OFFICIAL BUSINESS